



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2020



St Patrick's Primary School Bega

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Principal

Mrs Jo Scott-Pegum

Section One: Message from Key Groups in our Community

Principal's Message

2020 presented our community with many challenges that we turned into opportunities. The year began with devastation of bushfires that compounded our community's experience of recent and ongoing natural disasters of drought and other recent fires. The pandemic brought a new experience and opportunity.

We were inspired to focus on our school Vision and Mission and to enact these in the changed and changing circumstances. Our 'School with a View' vision allowed all in our community to keep our eyes on the horizon of hope and opportunity. We embraced each of the school pillars as we navigated the needs of each day and week.

Our yellow pillar, 'Look after each other,' was the starting point for our planning, community and participation and ensuring we were aware of our needs and the needs of others set us on a path that sustained us throughout the year. Our red pillar, 'Look into thinking', was central to planning and success during and beyond the remote learning time. In Term 4, our green pillar, 'Look ahead to the future', provided momentum for all in the community to celebrate what the year had taught us and to look with hope toward the future.

Parent Body Message

The Community Council has continued to play a vital role in the St Patrick's community whilst trying to navigate through the challenges that have come along with 2020. We made the conscious decision to forgo fundraising this year and provide as many activities for free to ease the financial burden on our school community that came from the bushfires and COVID yet still provide some positive experiences for the students such as the Beach-a-thon.

The Community Council was successful in obtaining a UNICEF grant that we were able to use to fund the wellbeing programs for the senior students.

After a phenomenal fundraising effort by our committees last year we saw the installation of the much anticipated playground on the bottom flats. The Community Council acted as a strong parent voice in the design of this area. It has been well received by the students.

At the end of Term 3 the Community Council thanked the school staff for all of their extra efforts during this year with a special morning tea. A special thank you is extended to all Community Council members who are committed representatives of the wider school community.

Student Body Message

2020 began very differently than any previous year with the bushfires that widely affected our Bega Valley, our community and our families. We were sad and worried about the destruction that destroyed so much wildlife. The pandemic that followed brought new challenges for all of us including remote learning. We were introduced to new restrictions in our everyday lives. As students we had to adjust to not having a teacher face to face to help with our work. Missing friends and school activities became a struggle for us. COVID-19 was much worse than the fires, missing out on events and not being able to speak face to face with the people that mean a lot was the worst part. 2020 sent us on a roller coaster of emotions. It has taught us to be more resilient and to face new challenges which are out of our control. We are grateful for everything we could accomplish even with the changes to life and learning. The year that has been has taught us to be more resilient and to face new challenges which are out of our control. All St Pat's students look forward with hope to 2021 and a fresh start.

Section Two: School Features

St Patrick's Primary School is a Catholic systemic Co-educational School located in Bega.

St Patrick's school is in the St Patrick's Bega parish and is a feeder school to Lumen Christi Catholic College Pambula, where our students can continue their Catholic education into secondary school.

We endeavour to provide rich learning across the curriculum and in 2020 we continued to grow the school music program with an instrumental approach to class teaching. The annual 'Disney' themed dance concert provided an opportunity for performing for an audience as all children participated in class dance performances.

The Empowered student wellbeing program is now well established at St Patrick's with every student having access to a ten week small group program. This program is designed using music, movement and mindfulness to teach students strategies to bring calm into their lives so they are able to respond, rather than react to events in their lives. In 2020 our students have embraced the experiences of this program as they have navigated the impact of natural disasters, in particular the bushfires that ravaged our region, and the pandemic.

The engagement of a Student Welfare worker, from the National Chaplaincy funding, supported the growth of individual and small group programs focussing on student wellbeing. Student led interest clubs flourished during student play breaks under the guidance of the welfare worker.

At St Patrick's students learn about sustainability through the garden development program. We take a whole school approach to green waste management processes with school worm farms and composting system. The chicken coop project came to fruition this year with 4 chickens populating the new coop. Our Science and Technology teaching continues to grow through the robotics and coding program. Students engage in a specific STEM program for one semester in the year.

Finding avenues for parent engagement and support in 2020 proved complex with the restrictions in place. The use of the SeeSaw app for sharing learning helped teachers and students maintain connection with families during and beyond the remote learning time early in the year.

The new senior adventure playground was installed and the school are grateful to the parent community for the fundraising that had enabled the purchase of this equipment. The school finalised the cycle of classroom refurbishments with the last stage of new carpeting completed. The new student toilet facilities were finally approved with the work to commence in the new year.

2020 is a year that will be well remembered into the future, and the St Patrick's community will celebrate the growth of the characteristics of resilience, perseverance, adaptability and tenacity that helped all to reach the end successfully.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

St Patrick's exists to be a community striving for integral education and formation. This journey is a response to the movement of the Holy Spirit calling us in love and truth to flourish in communion with Jesus of Nazareth, fully human and fully divine. One of the core principles of our School With a View is having a view to be a faith filled Catholic learning community of hope, joy and wonder where all are welcome and inspire to grow to their potential. Students are encouraged to live and witness to a faith filled life, to build positive relationships, to develop respect for all people as individuals created in God's image, and to be a religious voice in the world.

At St Patrick's teaching students religion and teaching students to be religious draws upon the Catholic tradition in ways that are mindful of our local context and the multi-faith realities of contemporary culture. St Patrick's seeks to understand and utilise the distinctiveness and complementary nature of these two dimensions of Religious Education, in the holistic education and the formation of learners. The experiences for the learning and teaching of Religion and the Religious Life of the school are responsive to religious diversity, while being faithful to the Catholic identity of the school and following conceptual inquiry pedagogy.

At St Patrick's our religious identity and culture and our Catholicity permeates throughout our education journey. Due to COVID in 2020 the way in which the St Patrick's community gathered to celebrate was a little different than historical practices. We moved from gathering as a school community to virtual celebrations for Mother's Day, Father's Day and Grandparent's Day. Prayer and meditation continued to play an important role in the religious life of the school and virtual prayer liturgies were facilitated by the REC as well as guided class prayer circles. Although most staff briefings were remote in 2020 staff still gathered each week for prayer and reflection. In 2020 the Spirituality Day facilitated by Br David Hall focused on 'Hope' and Catholic Social Justice Teachings. Staff were able to take their experiences from this day and apply it to the teaching and learning of Religious Education.

As a Catholic school we continue to grow and strengthen the connection with our parish community. 2020 was a challenging year for this. We were unable to continue with chapel masses however Fr Luke still visited classes once a week and parents and families were connected with our virtual celebrations through platforms such as SeeSaw. Parents, families and parish members were involved in the Sacramental program of First Eucharist in 2020.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020:

Girls	Boys	LBOTE*	Total Students
98	123	3	221

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2020:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
20	11	31

* This number includes 9 full-time teachers and 11 part-time teachers.

Percentage of staff who are Indigenous	3%
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Professional Learning

Professional learning in 2020 was predominantly through an online learning mode of webinars and use of MTeams and Zoom. Continuing our focus on a whole school approach to PL staff engaged in regular learning opportunities including:

- Challenging Learning - Feedback
- Mathematics Content and Pedagogical Knowledge - Multiplicative thinking; Enabling and Extending prompts
- Writing - moderation for consistency of teacher judgement
- Conceptual Inquiry
- Data
- Prof Br David Hall and Dr Peta Goldberg led PL for Religious Education and Faith formation of staff.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

Provisional Level	Proficient Level	Lead/Highly Accomplished
3	18	0

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. As NAPLAN was not undertaken in 2020 due to the COVID-19 pandemic there is no NAPLAN data available for this report.

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2020

The St Patrick's teachers and support team continued to focus on teaching and learning for English and Mathematics learning growth for all students. Staff meetings and learning focussed on pedagogical knowledge and pedagogical content knowledge in these areas of the curriculum. Teachers supported students to set, monitor and achieve personal learning goals for literacy and numeracy.

Teachers engaged in professional learning teams and PL to support achievement of the school goal that all students access quality differentiated learning to support learning progress. Remote learning provided a challenge for teachers to support individual needs. The school will continue to focus on this goal.

A strong focus in 2020 was on the development of student behaviours for learning and engagement. Student wellbeing continued to be a priority. The school engaged BehaveAbility as consultants in the support of every student every day engaging fully in the life of the classroom and school. At the end of the year the improvement was measured with a notable increase in participation. The Empowered program, the Boys and Girls Program, the Student Welfare Worker role all supported student success.

Priority Key Improvements for 2021

Key Improvements for 2021 will be toward consolidating and building upon recent years work. We aim to embed school agreed practices in English and Maths and grow teachers capacity for differentiation for learning. Importantly we will implement the *InitialLit* synthetic phonics program in the Kinder to Year 2 classes, and the Sound Waves program in Year 3 to Year 6.

Other foci will be to establish school wide programs for wellbeing, engagement and active participation in the local and wider community with the aim to 'Think Global, Act Local' and to deepen the knowledge and understanding of our students regarding the Catholic identity of our school.

At St Patrick's the annual Professional Learning Plan for teachers and support staff will be centred on the Catholic Education Canberra and Goulburn *Catalyst* program with the focus at St Patrick's on K-2 literacy and High Impact Teaching Practice in every classroom.

Section Eight: School Policies

Student Welfare and Behaviour Management

The community of St Patrick's School believe in upholding a Christ-like viewpoint as we look after each other, look into thinking and look into the future.

At St Patrick's School we aim to lead by example and support behaviour that acknowledges and protects mutual rights and responsibilities in our community. We believe that this will promote an environment that is fair and safe for everyone.

St Patrick's Behaviour Management Policy is based on the values of Respect, Co-operation and Citizenship. The school rules are taught explicitly by the teachers within the classroom and reinforced and modelled for students. Our rules are positive in intent, clear, specific and continually reinforced. They are visually displayed in classrooms and regularly discussed at lessons and reinforced at school assemblies. They are based on the broad headings of: Respect, Responsibility and Safety. Staff are provided with professional learning opportunities, professional reading and opportunities to discuss our school processes. Parents are integral to our planning and acting in support of positive behaviour for all. Parents are contacted if student incidents are above a low level or on repeated occurrences. We work in partnership to address student behaviour and to support the growth of behaviours for learning and engagement.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the school's Behaviour Management and Well Being Policy is available on the school website.

Student Welfare and Behaviour Management Policies were reviewed in December 2020.

The full text of the School's Student Welfare and Behaviour Management Policies may be accessed at <https://www.stpatsbega.nsw.edu.au/policies-publications>.

Complaints and Grievances Resolution Policy

Catholic Education Archdiocese of Canberra and Goulburn (CECG) has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of school life it is recognised that from time to time misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CECG monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

When surveyed the parent community acknowledge that the staff at St Patrick's take a strong interest in their children and make learning satisfying and engaging. Parents reflected on the dedication and work of the teachers at St Patrick's during remote learning and their professionalism during this time to keep learning and teaching engaging for all students. Most parents believe home and school communication is effective and that the classroom teachers and school generally responds quickly to parent requests and concerns. Parents are supportive of the Community Council and recognise the good work of other parents in their active engagement for school improvement. The parent community express the desire for more continued improvement in regular reporting of student progress, and celebrating student achievement. Parents continue to seek participation in change initiatives at school and desire more communication regarding the management of student behaviour at school.

Student Satisfaction

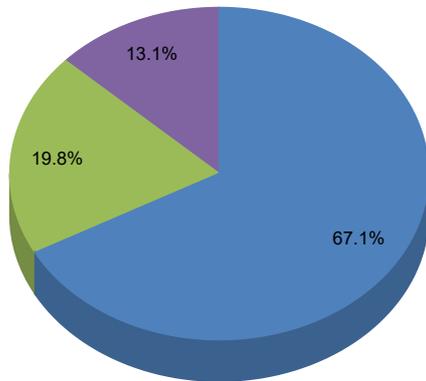
When surveyed the majority of students at St Patrick's like being at school and feel safe at school. The students recognise that their teachers care for them and desire success for them. Students are happy to engage in goal setting and recognise their teachers give them timely feedback for success in learning. Students enjoy using technology to support learning, and look for further opportunities to use technology and grow their skills. St Patrick's students note that they are encouraged to grow socially and emotionally as well as academically at school and they note the encouragement they are given to care for others and follow the 'look after each other' school pillar. Students at St Patrick's seek more opportunities for their voice to be heard, and many would like learning to be of greater interest to their needs and lives. The students want more choice at playtime including playground and sport equipment. Many students have a keen interest in solving local class and playground issues, for example resolving friendship issues, keeping the school clean, and managing resources wisely.

Teacher Satisfaction

Most staff at St Patrick's have a strong sense of satisfaction in the work they do each day and recommend our school to others as a great place to work and to teach. Staff note the many opportunities they have for professional development and the focus the school has for all members of the community as lifelong learners. Teachers seek more resources to do their daily work and more time to collaborate with one another, as well as more autonomy in the curriculum offerings for their class. The teaching staff are keen to grow their skill in differentiation for learning. Teachers feel time poor to fully enjoy the teachable moments each day as the curriculum demands are high. Data processes are recognised as very important in teaching and learning and teachers would like more streamlined processes for the collection and use of student learning data. The teachers at St Patrick's continually seek ways to support students to engage productively in the life of class and school and to demonstrate behaviours for learning and engagement. The teaching staff seek further human resources and supports to help students on the periphery, or experiencing challenges noted through their behaviour.

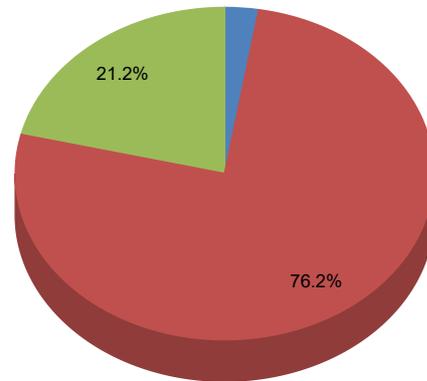
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (67.1%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.8%)
- Fees and Private Income (13.1%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (2.6%)
- Salaries and Related Expenses (76.2%)
- Non-Salary Expenses (21.2%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,537,998
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$748,124
Fees and Private Income ⁴	\$495,836
Other Capital Income ⁵	\$0
Total Income	\$3,781,958

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$98,149
Salaries and Related Expenses ⁷	\$2,849,148
Non-Salary Expenses ⁸	\$794,033
Total Expenditure	\$3,741,331

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.